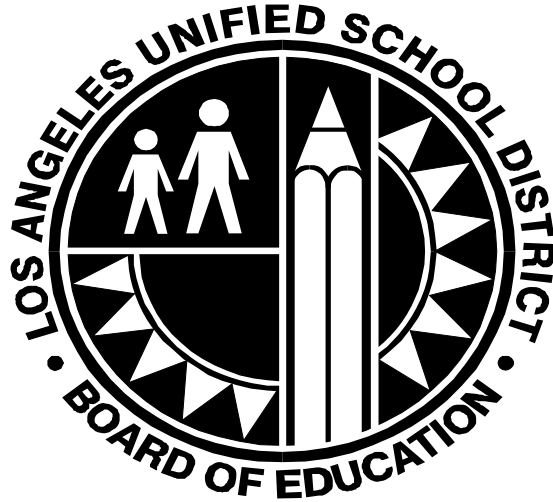


Los Angeles Unified School District  
Human Resources Division  
Personnel Research & Analysis



***CERTIFICATED ADMINISTRATIVE CANDIDATE  
PORTFOLIO***



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## I. INTRODUCTION TO THE PATHWAY TO LEADERSHIP

Congratulations on your decision to seek an administrative position with the Los Angeles Unified School District. The certificated administrative examination process has evolved into one that encourages transparency, self assessment, mentoring and professional development; so that qualified and talented individuals can be identified to fill leadership roles in our schools.

Human Resources recognizes that the process of building leadership in our schools begins long before the administrative examination. You are encouraged to begin the readiness dialogue with your principal in advance of participating in the examination process. The moment you decide to seek an administrative position, the District encourages you to begin informal dialogue with your principal/supervisor. The key to success is communicating your intentions to an experienced administrator (i.e., your immediate supervisor), and seeking his/her support and guidance. Your supervisor should also provide you with an objective assessment of your strengths and weaknesses in performing key administrative functions (as described in the *Success Indicators*). You also must be ready to receive constructive recommendations from your supervisor as part of the development process.

Human Resources encourages individuals to use the *Success Indicators* (pages 6 through 8 of this packet) as a professional development tool prior to participating in the administrative exam process. The *Success Indicators* are classified by behavioral dimension and are reflective of the *California Professional Standards for Educational Leaders*. The *Success Indicators* represent the key characteristics that District leaders identified as necessary for success in school leadership positions. Candidates recommended to participate in the exam process are expected to embody the characteristics described in the *Success Indicators*.

Individuals will have unlimited access to the *Portfolio* and *Success Indicators*. By being able to access the *Portfolio* and *Success Indicators*, you will have ample time to reflect upon your current level of expertise, seek additional experiences if needed, meet with your supervisor, and complete all the materials. Individuals should also be sensitive to the time that their supervisors will have to invest in this process, and notify them of their intention to seek a promotional opportunity as soon as possible.

## II. PORTFOLIO INSTRUCTIONS

This *Portfolio* is designed to provide you with the opportunity to reflect upon how your certificated experience has prepared you for a school leadership role. Your *Portfolio* will be read by your first and second-level supervisors when completing the *Recommendation of Readiness (RoR)*. It will also help familiarize your second-level supervisor with your work experience. After completing the *Portfolio*, you should have a clear idea of your areas of strength as well as the specific experiences that must be gained prior to successfully competing in the administrative examination.

In completing pages 9 through 15, write about your certificated experiences, in essay form, as they pertain to each dimension. To best demonstrate your ability level in each dimension, use the *Success Indicator* questions to guide your responses. Please note that you have flexibility in determining how to structure your response for each dimension. You are not required to provide complete written responses for every question. However, you should be prepared to speak on all of the questions when you meet with your immediate supervisor. Your response for each dimension should not exceed the space provided (one page).

### *Completion of the Recommendation of Readiness (RoR) Process:*

- 1) Complete the *Portfolio* according to the instructions above.
- 2) Schedule a meeting with your current, immediate, principal-level supervisor\* to discuss your readiness to effectively carry out the duties of the administrative position.
- 3) Your supervisor will be asked to consider the following when completing the *RoR*:
  - i. Your experiences and abilities as they relate to the *Success Indicator* questions.
  - ii. Your readiness to perform successfully in the targeted position as it relates to each specific dimension.
  - iii. Your written responses in your *Portfolio*.

\* If you are a school-based employee, your immediate supervisor is your school principal.

*NOTE:* If you are not a school-based employee, your immediate supervisor must be **at or above** principal level and sign your performance evaluation (STULL).

*Completion of the Recommendation of Readiness (RoR) Process (continued):*

- 4) Your supervisor will meet with your second-level administrator\*\* to openly discuss your readiness to effectively carry out the duties of the administrative position. Your second-level administrator will ensure that your immediate supervisor has made his/her decision in a fair and impartial manner.
  - i. Your Local District Superintendent may choose to be involved in the recommendation process. His/her involvement will ensure that he/she is aware of the candidates who will be competing in the administrative examination and potentially filling future school leadership roles.
- 5) Finally, your immediate supervisor will meet with you to discuss the recommendation decision and to collaboratively design a process for providing you with the appropriate experiences and professional development, if needed.
- 6) Once the *RoR* is completed and signed by your current, immediate, principal-level supervisor, second-level administrator and Local District Superintendent (if applicable), submit the form to the Administrative Selection Unit (ASU) by the examination filing deadline. Please note that you are not required to submit your *Portfolio* responses.

**IMPORTANT NOTE:** All the information in this Portfolio must be true and accurate. Any misstatement of fact is a violation of District policies and may result in disciplinary measures.

\*\* If you are a school-based employee, your second-level administrator is the Principal Leader (the administrator to whom your Principal reports.)

### III. SUCCESS INDICATORS

The “*Success Indicators*” are classified by behavioral dimension. These questions are reflective of the *California Professional Standards for Educational Leaders* and represent key characteristics that District instructional leaders identified as necessary for success in administration. Candidates are not required to provide full written responses to every question. However, it is critical that candidates are prepared to speak on these questions when engaging in the *RoR* meeting with their immediate supervisor.

#### ANALYSIS

*Identifies issues, secures relevant information, relates and compares data from different sources and identifies cause/effect relationships.*

- Describe your experience reviewing and analyzing data to identify and address the academic weaknesses of students (i.e. scores in math, English, science, etc). What sources of data have you used?
- Describe your experience reviewing and interpreting qualitative data for the purpose of improving the school community (e.g. improving attendance, suspension, school discipline issues, school safety). What decisions have you made based on this analysis?
- Describe how you have used MyData reports to assist teachers with analysis and associated modification of curricular and intervention methods.

#### DEVELOPMENT OF STAFF

*Develops the skills and competencies of staff members; assesses career potential; provides development and training activities to enhance performance in current and future jobs.*

- How have you ensured that your performance expectations for staff supported the overall vision of the school?
- What specifically have you done to encourage grade-level collaboration and sharing of best practices to influence student outcomes?
- How have you differentiated professional development techniques to support the unique learning styles of teachers and staff?
- How do you ensure that staff implements methodology learned in professional development sessions?

#### EXTRA-ORGANIZATIONAL SENSITIVITY

*Recognizes the needs and perceives the impact of decisions on various cultural, economic, parent and community groups.*

- What have you done to promote equity, tolerance, and respect among all members and groups comprising the school community?
- How have you worked with parents, community members and agencies in accomplishing your school's goals?
- What steps have you taken to protect the rights and confidentiality of students and staff?
- What specifically have you done to increase parent participation in the instructional program?

## **INITIATIVE & INNOVATIVENESS**

***Takes action beyond what is necessarily called for in order to achieve desired goals.***

- Describe your experience initiating innovative learning environments that support the individual needs of all students.
- What have you done to acquire limited resources (i.e., time, space, money, and personnel) to address student needs?
- Describe a time when you took the lead in offering a solution to an instructional challenge or problem. What was the result?

## **INSTRUCTIONAL LEADERSHIP**

***Assesses needs, develops and implements an instructional program that fully responds to the identified needs and goals, leading to the academic achievement of students.***

- What have you done to hold staff accountable for implementing District instructional initiatives? How do you differentiate across grade levels?
- Describe your experience monitoring programs targeted towards specific subgroups (e.g. English Learners, Gifted and Talented, Special Education, etc.).
- Describe your experience guiding programs geared toward helping at-risk students meet the required standards.
- What specifically have you done to lead students in improving their academic performance? Describe the results and the data that supported those results.
- Describe your methodology for conducting classroom observations.

## **JUDGMENT & DECISIVENESS**

***Makes sound decisions, reconciles differences, and suggests improvements.***

- When have you made decisions that impact school operations? Cite some specific examples.
- How do you ensure that staff is held accountable for their behavior?
- What challenges have you faced when called upon to run the school in your Principal's absence? How have you handled those challenges?
- When have you used data and research to guide a decision? What kinds of data have you worked with and how have you used that data to guide your decision making process?

## **LEADERSHIP & INFLUENCE**

***Facilitates collaboration with stakeholders on identifying goals, developing and implementing strategies, and assessing progress toward meeting goals.***

- How have you led staff in increasing student learning outcomes?
- In what specific ways have you assessed progress in achieving school-wide goals and initiatives?
- How, specifically, have you guided staff in removing barriers to academic achievement for all students?
- What have you done to ensure that staff is committed to student achievement and success?

## IV. CANDIDATE PORTFOLIO

**EXAM TITLE:**

**NAME OF CANDIDATE:**

**EMPLOYEE NUMBER:**

***Completion of the portfolio:*** On the following pages, provide a response that demonstrates your experience, knowledge, skill and ability as it pertains to each of the behavioral dimensions. Use the corresponding *Success Indicator* questions (pages 6-8) to structure and guide your responses.

**DIMENSION: ANALYSIS**

**Candidate's Response:**

**EXAM TITLE:**

**NAME OF CANDIDATE:**

**EMPLOYEE NUMBER:**

**DIMENSION: *DEVELOPMENT OF STAFF***

**Candidate's Response:**

**EXAM TITLE:**

**NAME OF CANDIDATE:**

**EMPLOYEE NUMBER:**

**DIMENSION:** *EXTRA-ORGANIZATIONAL SENSITIVITY*

**Candidate's Response:**

**EXAM TITLE:**

**NAME OF CANDIDATE:**

**EMPLOYEE NUMBER:**

**DIMENSION: *INITIATIVE AND INNOVATIVENESS***

**Candidate's Response:**

**EXAM TITLE:**

**NAME OF CANDIDATE:**

**EMPLOYEE NUMBER:**

**DIMENSION: *INSTRUCTIONAL LEADERSHIP***

**Candidate's Response:**

**EXAM TITLE:**

**NAME OF CANDIDATE:**

**EMPLOYEE NUMBER:**

**DIMENSION: *JUDGMENT AND DECISIVENESS***

**Candidate's Response:**

**EXAM TITLE:**

**NAME OF CANDIDATE:**

**EMPLOYEE NUMBER:**

**DIMENSION: *LEADERSHIP AND INFLUENCE***

**Candidate's Response:**